R4800-2

EDUCATION WEEK

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Program To Offer Courses, Exams For High Schools

College Board's Effort Is Modeled on the A.P.

By Robert Rothman

WASHINGTON—The College Board last week unveiled a program to create courses and examinations for high-school students that board officials say will complement other moves toward national standards and assessments.

Modeled after the board's Advanced Placement program, which is aimed at the most able students, the new effort, known as Pacesetter, will include syllabi, professional-development activities, and assessments for "capstone" high-school courses that schools can offer for all students.

The first offerings, in mathematics, will be piloted in six sites in 1993-94; courses in English, science, world history, and Spanish will be piloted the following year.

If the program is successful, Donald M. Stewart, the president of the College Board, asserted at a press conference here last week, it will improve all levels of schooling by bringing together educators to "raise the expectations and achievements of all secondary-school students."

Continued on Page 15

Pursuing a Vision of Equality in Conn. Court

Hartford Suit Seeks Comparable Services

By Peter Schmidt

HARTFORD, CONN.—The central office of the Hartford public schools sits in a north-end neighborhood some people are afraid to visit. It is surrounded by boarded-up buildings, a soup kitchen, and a liquor store with grating on its windows.

Jeffrey L. Forman, the senior assistant to the district's superintendent, pulls his car out of the building's crude dirt parking lot and gives a visitor a tour of a city that shows that many other neighborhoods look much the same way.

Then, heading downtown, he points to polished high-rise office buildings where, mainly, suburban dwellers work.

The city's children, being disproportionately poor and overwhelmingly black and Hispanic, he said, can hope to get hourly clerical jobs, at best, in these buildings.

"I would like," Mr. Forman said, "to walk into an office and see a former poor minority kid as the boss, and the kids from the suburbs as data-entry workers."

A group of civil-rights advocates, with Mr. Forman's blessing, is seeking to help bring about just such a vision by forcing what they see as the necessary changes in the city's schools.

Pam Berry

David Fuller, left, and Andrew Mariotti, practice a duet at the Greater Hartford Academy of the Performing Arts, which draws some suburban students to the city.

In an unusual lawsuit filed in 1989, which is expected to be argued this fall in the Connecticut Superior Court, the civil-rights advocates charge that racial, ethnic, and economic segregation between the schools of Hartford and its suburbs violates poor and minority children's rights to a "minimally adequate education."

In language similar to that used in school-finance lawsuits, the civil-rights advocates seek to compel Connecticut—per capita, the wealthiest state in the nation—to provide the city's children with

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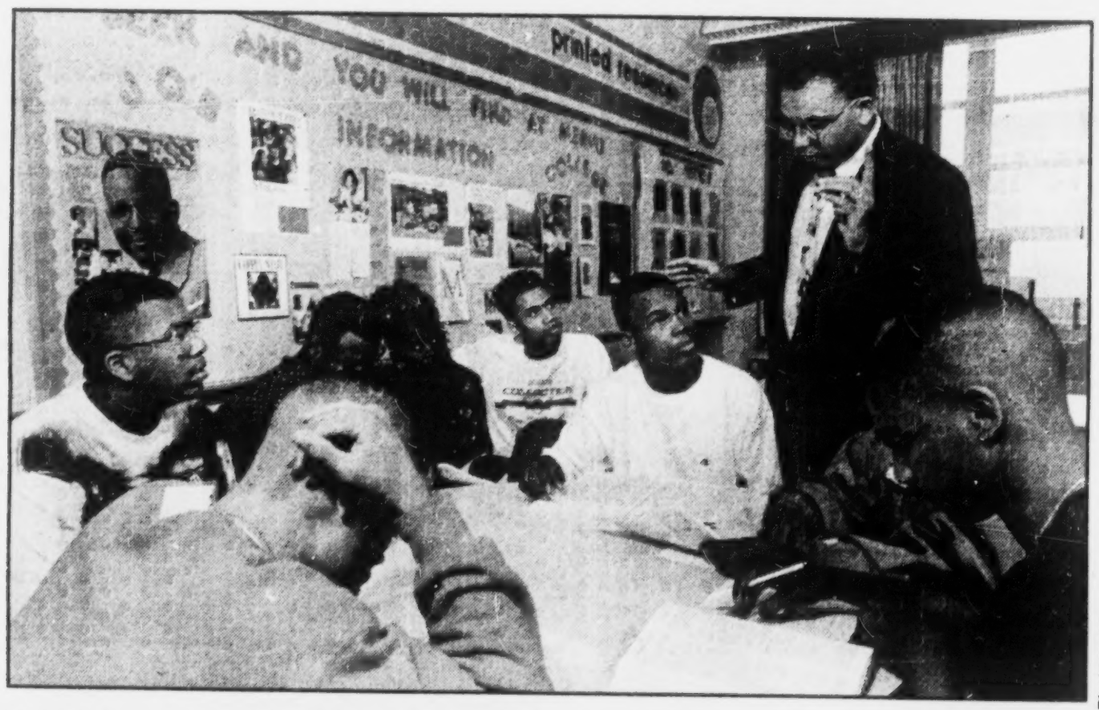
Communities Come to Aid of Students Aspiring to College



Photopress

David Harvey, an adviser with the CollegeBound Foundation, discusses college options with students at Mergenthaler Vocational-Technical High School in Baltimore.

By Mark Pitsch

An increasing number of communities are stepping in to bridge the gap between rapidly rising tuition costs and students who cannot afford to go on to college without financial assistance.

Recognizing that schools need help paving the way for financially needy youngsters who aspire to attend college, these communities are developing programs that provide high-school students with the money and information they need to pursue a higher education.

"I think what's happened, very honestly, is these groups have been constituted in communities around the country to respond to a student need that is unmet by the current guidance-and-delivery system," said Frank Burtnett, the executive director of the National Association of College Admission Counselors.

Although one such program dates back to

Continued on Page 14

Proponents Optimistic Calif. Choice Initiative Will Be on Fall Ballot

By Lynn Olson

Supporters of a private-school-voucher initiative in California that observers predict could greatly intensify nationwide debate on the issue say they have gathered enough signatures to qualify for the November ballot.

Organizers of the Parental Choice in Education Initiative had filed petitions in more than 50 of California's 58 counties by late last week. They were expected to submit the remaining petitions in the near future.

Kevin D. Teasley, the campaign's manager, said nearly 1 million signatures would be turned over to the California secretary of state in total—enough, he said, to produce the 615,958 valid signatures of registered voters needed to qualify the measure.

But opponents said it was too close to predict whether the proposal would make it onto the 1992 ballot.

"It's going to be right down to the wire," said Bill Honig, the state superintendent of public instruction. "They're turning in these signatures late."

Secretary of State March Fong Eu had suggested that the sponsors submit their lists of names by April 17 to ensure that they could be verified by June 25, the legal

Continued on Page 19

Also in the news

5 **Doing Hard Time**
A New Jersey judge is sentencing parents of truant students in Paterson to work in the schools.

5 **Head Start Hassle**
A plan to remove Head Start programs from Chicago's public schools has pitted parent against parent.

16 **Cutting Their Losses**
Some wealthy districts losing in funding-equity battles are starting local foundations to boost their programs.

IN SUMMARY

A Small Slice
Despite gains in the 1980's, programs specifically for girls and women still receive only a small slice of the philanthropic funding pie, a study concludes.
Page 4.

Business on Health
Business leaders and health experts last week agreed that businesses should play a larger role in ensuring that their employees and their children have access to high-quality health care. **Page 8.**

An Enticing Offer
A small liberal-arts institution in Massachusetts is offering 30 scholarships worth $50,000 apiece to promising high-school sophomores wishing to attend the school. **Page 10.**

Military Mental-Health Care
A Congressional committee heard last week that children of parents employed by the military have in many cases received poor or inappropriate mental-health treatment. **Page 10.**

Revolt at the Polls
The school board in Green Brook, N.J., has ended discussions with a for-profit school-management firm after voters turned out several board members who had held talks with the company. **Page 10.**

Chapter 1 Changes?
The formula for distributing federal Chapter 1 dollars to the states may undergo a change next year, observers say, but probably not without a hue and cry.
Page 20.

Pyramid Power
The Department of Agriculture has finally released an updated "food pyramid" as its new symbol for communicating the elements of a healthy diet to schoolchildren and other Americans. **Page 20.**

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ACROSS THE NATION

NATIONAL

Mexican-American Mothers Cite Health Aid in Choosing Welfare

A two-year study of the views of Mexican-American women on welfare shows that many are confused by and suspicious of the welfare system, and participate mainly to get health benefits for their children.

The second and final report from the project, which drew its findings from "focus groups" involving 76 Mexican-American women in four low-income communities, was released late last month by the National Council of La Raza's Poverty Project.

The study says many of the participants "face a choice between working at low-paying jobs with no health-care benefits for their children, or turning to welfare in order to provide their children with Medicaid."

Their "experiences with low-quality training and work-experience programs had left them frustrated and angry," it says.

Besides promoting health care, child care, and employment policies that "make work pay," the report calls for welfare policies that include "specific strategies for woman-maintained families" and focus on retraining and the creation of jobs.

Copies of "For My Children: Mexican-American Women, Work, and Welfare," are available for $7.50 each from the Publications Department, National Council of La Raza, 810 First St., N.W., Suite 300, Washington, D.C. 20002. ■

DISTRICTS

Phoenix School Officials Charge U.S. Border Agents Harass Students

Officials of the Phoenix Union High School District have accused locally based federal immigration officials of arresting and intimidating students in an effort to find illegal aliens.

Sylvia Long, the director of the district's migrant-education program, held a press conference late last month to accuse U.S. Border Patrol agents of rounding up and intimidating students in an effort to get them to reveal information about their citizenship status.

Two teenage girls participating in the press conference, who face deportation as illegal aliens even though their parents are in the United States legally, recounted being ordered by agents into an unmarked van and then taken to a downtown building where they were questioned about their parents' immigration status.

The Border Patrol's actions have led some families to be deported and have frightened some children away from school, district officials said.

But Ed Pyeatt, the assistant chief patrol agent for that area's sector of the Border Patrol, called the accusation that the agents target students "ludicrous." Juveniles accounted for only 178 of 1,200 people picked up by his agents during the first three months of this calendar year, he said.

Mr. Pyeatt added, however, that documents related to the apprehension of the two girls have been sent to the inspector general's office in the U.S. Justice Department to ensure there had been no misconduct by the agents.

Riots Close Schools in Los Angeles Following Verdict in Beating Trial

About one-fifth of the public schools in the Los Angeles Unified School District were closed late last week in response to rioting that followed the acquittal of four white police officers charged in the beating of a black motorist.

A spokesman for the district said concern over student safety prompted the closing last Thursday of 78 elementary schools, 14 junior high schools, and 13 senior high schools in south-central Los Angeles, where the disturbances were most intense.

By Friday, all schools in the district were closed as were many private schools. Colleges cancelled classes and closed their campuses.

In addition, students in that area who usually are bused to schools in other parts of the city were not being bused, and private schools reported a drop in attendance.

Last Wednesday, a jury of 12 in nearby Simi Valley acquitted three of the officers on all charges stemming from the the videotaped beating of Rodney King; they deadlocked on one charge against the fourth policeman in the nationally watched case.

■ More than 60 students from the Southeast Elementary School in Sycamore, Ill., were injured last week during a tour of the O'Hare International Airport outside Chicago when a driver lost control of his car and slammed into the children on a sidewalk.

A 9-year-old was killed in the collision, which left six people, including an aiport tour guide, in critical condition. Airport officials said 16 people were reported in serious condition and 44 were treated and released at area hospitals.

Chicago police were continuing to investigate the accident late last week. Officials said the children had finished a tour of the airport's exterior and had unloaded from buses for an inside tour when the crash occurred. An airport spokesman said that more than 600 youth groups tour O'Hare each year.

STATES

Kentucky Weighs Use of Chapter 1 Funds for Local Desegregation

Officials of the Kentucky Department of Education and the U.S. Education Department are reviewing a request from the Jefferson County school district that, if approved, would set a precedent for the use of federal Chapter 1 funds.

School officials in the county have asked the state to allow them to use federal money earmarked for disadvantaged children to fund a voluntary integration program.

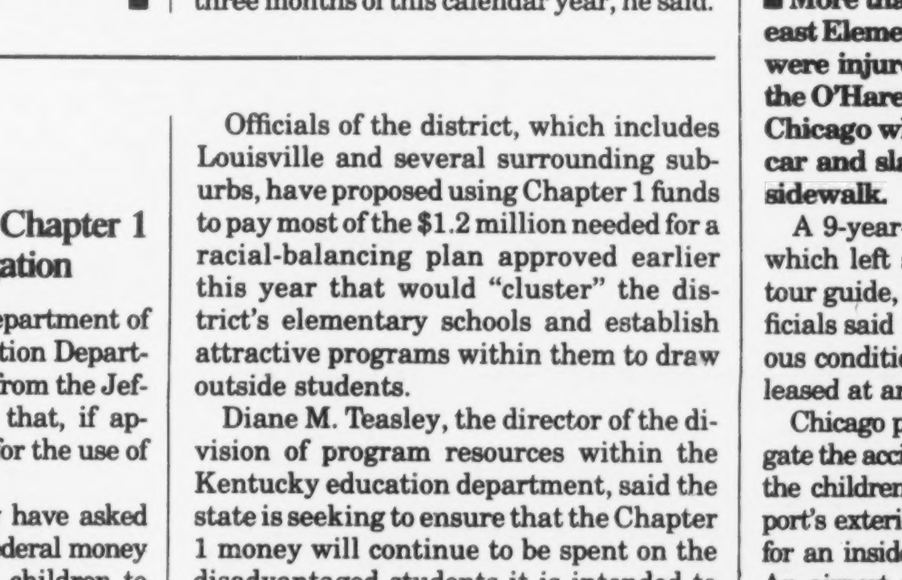
Officials of the district, which includes Louisville and several surrounding suburbs, have proposed using Chapter 1 funds to pay most of the $1.2 million needed for a racial-balancing plan approved earlier this year that would "cluster" the district's elementary schools and establish attractive programs within them to draw outside students.

Diane M. Teasley, the director of the division of program resources within the Kentucky education department, said the state is seeking to ensure that the Chapter 1 money will continue to be spent on the disadvantaged students it is intended to help. ■

Lesson à la Recession

Some teachers give their students gold stars for well-written assignments or successful test results. One Cleveland-area teacher, on the other hand, recently gave her students the sack.

This lesson in the realities of the economic recession was the culmination of a three-month student restaurant project organized by Martha Fisher, a 3rd-grade teacher at Westerly School in Bay Village, Ohio.



Leila Cabib

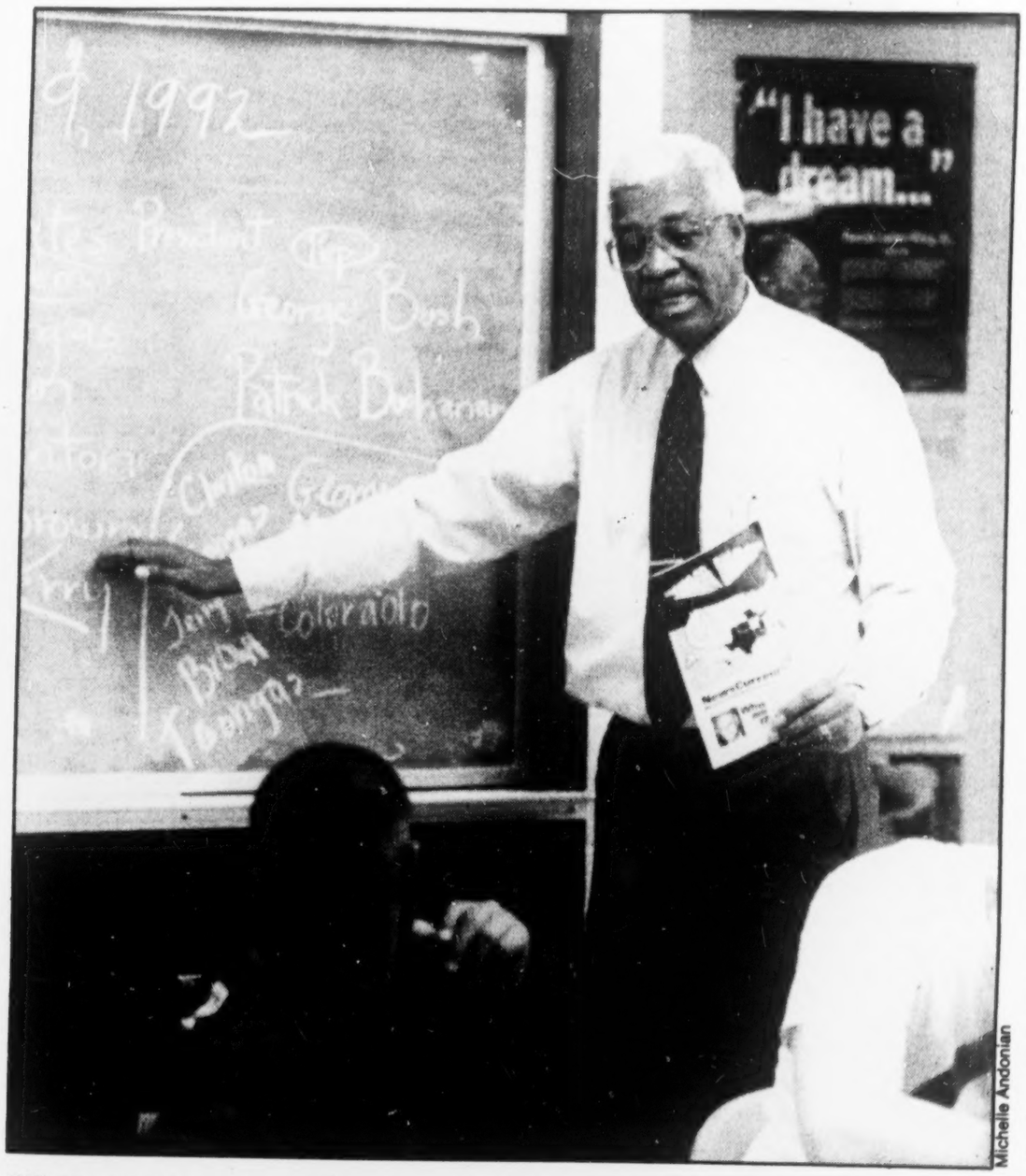
For the past three years, Ms. Fisher has run the project with her class. She discusses the food industry with her students, interviews them for positions in the restaurant, then hires them as chief executive officers, cooks, servers, and decorators.

For two days last month, 350 family members and friends descended on "Reader's Restaurant," the final project, which celebrates children's literature. Customers were served by waiters dressed as such characters from literature as Pippi Longstocking and Robin Hood. On the menu were novel-namesake delicacies, including a worst-case denoument to *Charlotte's Web* called "Wilbur Ham." In school, as in life, profits were scaled, and the 27 students cashed their checks for $7 to $10.

The gastronomical triumph was short-lived, however—pink slips went out the day after the restaurant closed.

"We wanted to tie in the results of the recession to the project," says Ms. Fisher, who adds that the children were not too upset about their sacking. Students then learned about life on the dole by filling out mock unemployment forms and investigating government services for the jobless.

Next year, Ms. Fisher plans on a dinner theater, complete with actors, waiters, and of course, more pink slips. —S.K.G.



Michelle Andonian

"When you say you are no longer a student," Thomas A. Fleming, the Teacher of the Year, says, "you are giving up a great portion of your identity."

which he found he could not read. Some fellow soldiers took him into their weekly Bible class and coached him through the Book of Mark.

As he learned it, he says, "something connected in me of what these words meant, and it was a life-changing experience."

When he returned stateside in 1955, he was not planning to be an educator, but instead, "I was wanting to learn the Bible for the kind of spiritual nurturance it would give me."

Soon after, he enrolled in night school, earned his G.E.D., and began to pursue a degree at the Detroit Bible College (now William Tyndale College), from which he was graduated with a bachelor's of religious education in 1964.

'A Father to Those Boys'

During the middle to late 1950's, he met and lived for two years with the Rev. George Gooden Jr. and his wife, Lucy Gooden.

Tom Fleming was "like my son," Mr. Gooden recalls, and he became one of the founding members of a storefront church, the Bible Community Baptist Church in Detroit, where Mr. Gooden is still pastor.

At the church, Mr. Fleming was licensed as a minister, headed the Sunday school, and founded the Boys Contact Club, an after-school and Saturday group to keep youths off the street with Bible study and athletics.

As Mr. Gooden remembers, "He tried to be a father to those boys, boys who didn't have a father like him."

"He wanted to motivate them toward education and toward God," says Mr. Gooden, whom Mr. Fleming describes as "one of my earliest spiritual leaders."

Mr. Fleming, who now has three children of his own, cites that boys-club experience as contributing to his interest in working with young people.

But, he adds, "a lot of what I attempted to do with them automatically gave me a lot of positive reinforcement, too—that I counted for something at that point with them, [that] I was important in their lives."

That interest deepened as he worked his way through college and graduate school as an attendant at state hospitals treating young people with psychological problems.

It was through those jobs that he decided to change his major at Eastern Michigan University from social-studies education to special education, he says. He earned his master's from that institution in 1968.

Many of Mr. Fleming's own experiences have had a significant effect on how he deals with his current students, he says.

"I see young people today," Mr. Fleming says, "struggling to master just certain subject matter, learning how to spell, learning how to read comprehensively, and I can just remember back there when it was so difficult for me."

To show his students that a poor student can go on to later success, he says, "I take right now my school records and let the kids see how many times I flunked courses."

But his continuing desire to learn, something he tries to impart to his students, eventually paid off.

"I'll never forget when I first began to pass tests" in college at age 25 or 26, Mr. Fleming recalls.

"I had that breakthrough," he says. "It was fantastic for me."

Making Connections

In his work at the Ann Arbor detention center, he has had to make other breakthroughs, tearing down suspicion, distrust, and apathy about school.

"So often," Mr. Fleming says, "some of my earliest exchanges with them are to say, 'What is your alternative? If you are now 14 years old and you do not want to be a student anymore, what are you going to do?' "

Regardless of whether the students are with him for five days or 30 days, he tries "to reconnect them to the definition of what they are—a student."

"When you say you are no longer a student," he says, "you are giving up a great portion of your identity."

Apparently some students take his philosophy to heart.

"I know that Tom Fleming's students do successfully reintegrate [into their local school districts] and do achieve high-school graduation," said Mr. Emlaw of the Washtenaw Intermediate district.

Perhaps his most famous former pupil is A. Whitney Brown, a student of Mr. Fleming's at a state institution for juvenile offenders, who became a writer and performer on the television show "Saturday Night Live."

Mr. Brown dedicated his book *The Big Picture* to Mr. Fleming and another instructor, saying they were "teachers who made a difference." ■

Q. Another issue you address are the problems the men had with their cooperating teachers and mentors. Can you explain some of those problems?

A. I think that cross-sex mentoring in general can be problematic. The literature shows that's true in the corporate world, and it seems to be borne out here.

A lot of the cooperating teachers are really impressed by the men that they get. Because they themselves aren't used to articulating their practice, they often think that what they do is easy, so it's hard for them to share with the men just what it is the very basics are. And that, of course, is what any novice really needs to know.

And some of [the cooperating teachers] feel that the men who are coming in with a transformative vision of teaching—and I think most men who come into elementary-school teaching as a second career really do have a vision of wanting to make things different—[are operating] from either a naïveté or an indictment of their practice, and so they become threatened and dialogue becomes difficult.

Q. Is part of the problem that men may be less likely to seek and receive the support they need as novices?

A. I don't think that they have trouble taking support when it's available. In fact, it's been my experience that they are very grateful for it. But they don't necessarily ask for it. Sometimes, like any new teacher, they don't even know the questions to ask.

Q. If schools were aware of these problems, might they be able to ease the transition for second-career teachers, and males in particular?

A. I think so. There really needs to be dialogue and a team process between the college, the college adviser, and the school so that there will be more people able to articulate what's going on. If there's a feeling of collegiality, then it's more likely that whatever's problematic can be put on the table and dealt with.

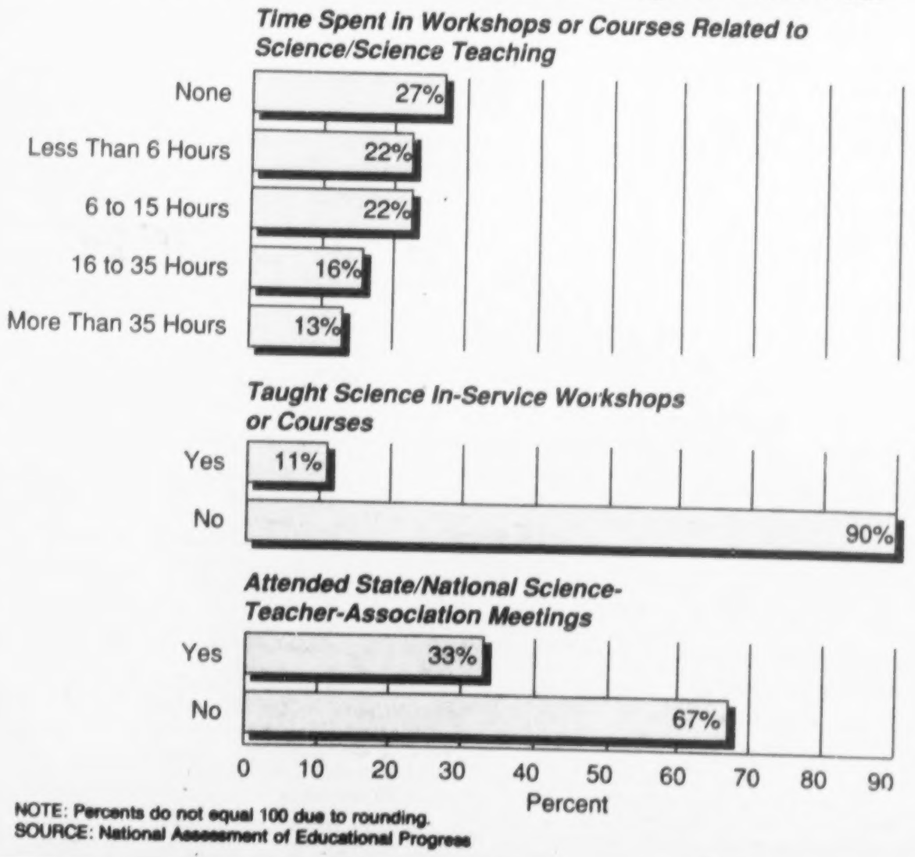
Q. Are you planning to do more research on this subject?

A. Definitely. I started out looking at the gender implications of women coming to teaching as a second career. In part of that study, I included men just to kind of get a counterpoint. As I began to look at the data and think about it, the counterpoint became interesting, too. It has implications for understanding both the whole world of second-career people, and also for highlighting the special needs of men. ■

DIMENSIONS

Teachers' Professional Activities

Percent of 8th Graders' Science Teachers Who Undertook Professional Activities During the Past Year



NOTE: Percents do not equal 100 due to rounding.
SOURCE: National Assessment of Educational Progress

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Panel Paves Way To Test Students' Geography Skills

NAEP Tests Foreseen In 4th, 8th, 12th Grades

By Debra Viadero

WASHINGTON—Giving impetus to a long-neglected discipline in the school curriculum, the National Assessment Governing Board late last week was poised to adopt a draft framework for the first full-blown national assessment of students' grasp of geography.

If approved at a meeting here, the framework would be used to guide the development of the 1994 National Assessment of Educational Progress geography tests for students in grades 4, 8, and 12.

"It's about time we took geography seriously," said Chester E. Finn Jr., a member of the governing board and a professor of education and public policy at Vanderbilt University.

"This assessment," he said, "will both give us base-line information as to where we are and a far clearer notion as to where we ought to be in geography."

After nearly disappearing from U.S. schools, geography began moving up on education agendas in the mid-1980's after surveys and tests suggested American students were woefully ignorant in that area.

The subject, commonly taught under the

Continued on Page 16

O'Hare Car Disaster Highlights the Risks In School Field Trips

By Mark Walsh

The school field trip, long considered a necessary element for a well-rounded education, can become a safety or legal nightmare when something goes awry.

That much was evident in Chicago late last month, where an elementary school's trip to O'Hare International Airport turned to tragedy when an automobile jumped a curb and plowed into dozens of pupils and adults gathered on the sidewalk outside a terminal.

A 3rd-grade student from Southeast School in Sycamore, Ill., was killed, and 62 other students and 14 adults were transported to hospitals, some with serious injuries.

The 87-year-old driver of the car reportedly told police he was pulling in behind the two buses that had just dropped off the schoolchildren when his accelerator stuck. The car plowed directly into the group, stopping only when it hit a lightpole. One witness told the *Chicago Tribune* that "there were kids and bodies all over."

The Chicago accident highlights the danger that often lurks in school field trips and extracurricular outings. The duty of school

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L.A. Events Seen Touching Schools 'for Years'

By Peter Schmidt

As children returned to Los Angeles classrooms last week, educators were buoyed by the fact that schools were all but spared in the wave of violence that swept over large chunks of the city in the wake of the Rodney G. King verdict.

"To me, that says that people see our schools as our hope and our vehicle to move out of that sense of frustration," said Leticia Quezada, a member of the Los Angeles Unified School District board.

Schools urged to follow through on lessons from L.A., page 14.

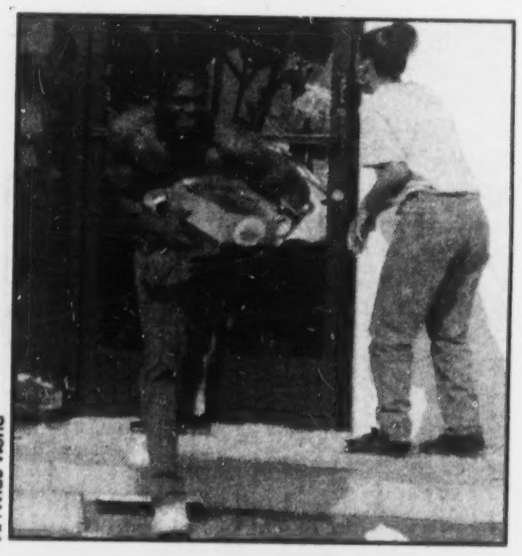
Moving quickly to respond to the unrest, district officials mobilized a wide-scale effort to comfort children and announced that they plan to take a lead role in promoting peace and justice in the city.

"The events of the past week will have dramatic implications as to what we do in

Continued on Page 12

Tonya A. Evatt

On the first day of school after the riots, students make their way past National Guard troops near Washington Preparatory High in Los Angeles.



AP/Wide World

During the unrest that followed the Rodney G. King trial verdict, a young looter runs from a drug store in South-Central Los Angeles loaded with stolen merchandise.

Host of Motives and Circumstances Spurred Youth Violence, Experts Say

By Millicent Lawton

Young people under age 25, mainly impoverished blacks, were among the first to begin rioting on the streets of South-Central Los Angeles following the verdict in the Rodney G. King beating case, representing the leading edge of a violent wave that within hours brought rioters of all ages and racial and ethnic backgrounds out across the city, local observers said last week.

A complex set of motives and circumstances, they said, drove the rioters and looters, who ranged from elementary-school children—alone or accompanied by parents—to a 73-year-old arrestee.

For the young people involved, anger over a mostly white jury's verdict virtually exonerating four police officers in the case, hopelessness over a lack of jobs, and a sense of failure traceable in part to low expectations set for them in school all played a part, many community leaders and educators said.

But some observers warned against explanations that might excuse participants' responsibility for their own behavior, or stressed that many youths had simply taken advantage of the turmoil and the slow police response to engage in criminal acts.

Members of youth gangs were among

Continued on Page 13

'Critical Friends' in Re:Learning Faculty Help Colleagues Navigate School Reform

By Lynn Olson

BRONXVILLE, N.Y.—Once a month, Bil Johnson hops in his 1989 Plymouth Sundance and drives north to John Jay High School in upper Westchester County to talk with teachers about school reform.

Mr. Johnson can empathize with their concerns. Most days, he teaches social studies here at Bronxville High School.

"I'm trying to do this stuff all the time myself," the 19-year veteran says. "And I know how hard it is."

His work as a "critical friend" to staff members at John Jay is part of a unique effort to redefine the way professional support is given to schools pursuing large-scale reform.

Known as the National Re:Learning Faculty, it consists of a cohort of like-minded teachers, administrators, community representatives, and school-board members who are struggling with change in their own schools and districts, and who can share their insights and experiences with others.

Currently, nearly 100 National Faculty members are either working with schools or being trained to do so. So far, they have assisted more than 30 schools nationwide.

Begun two years ago by one of the largest school-reform networks in the nation, the Coalition of Essential Schools, the National Faculty provides a range of services, including workshops and advice on such topics as curriculum development and scheduling to classroom observations and demonstrations of teaching techniques.

Theodore R. Sizer, a professor of education

Continued on Page 15

Also in the news

AP/Wide World

4 The Face of Violence
A small California community is struggling to recover from the nation's worst incident of school violence since 1989.

IN SUMMARY

Testing the Test
Some 500 4th-grade students in 17 states and 6 school districts this week are helping to pilot test the prototype for a new national examination system.
Page 5.

Systemic Reform Model
The National Science Foundation's year-old Statewide Systemic Initiative may signal a major change in the way the federal government funds reform in math and science teaching. **Page 8.**

Bias in Special Education
The first national survey of Hispanic students in special-education classes concludes that they are far more segregated in American high schools than their black peers.
Page 9.

Mulling Over Merger
The National Education Association has taken another small step in the lengthy process that could ultimately lead to a merger with the American Federation of Teachers. **Page 10.**

Filling the Gaps
Almost 600 teachers and administrators in Denver have accepted an early-retirement program, raising fears that the system may not find enough experienced replacements. **Page 10.**

Mass. Choice Under Fire
A Massachusetts legislative committee has voted to repeal the state's controversial school-choice law that was hastily adopted during the budget process last year.
Page 17.

Sold on Skills Standards
A series of regional hearings across the nation on the school-to-work portion of America 2000 revealed broad support for a system of occupational-skill standards for work-bound youths. **Page 20.**

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ACROSS THE NATION

NATIONAL

National Merit Program Biased Against Girls, Testing Group Says

Once again this spring, boys outnumber girls as National Merit Semifinalists, even though girls typically earn higher grades than boys in both high school and college, the National Center for Fair & Open Testing has charged.

A FairTest analysis of the 15,611 semifinalists this year revealed that 59 percent were males and 37 percent were females. Because the testing-watchdog group analyzed the first names of the students, the student's sex could not be determined in 4 percent of the cases.

Initial eligibility for the awards is based on a student's score on the Preliminary Scholastic Aptitude Test.

Each year, about one million students take the test in order to quality for one of some 6,300 National Merit college scholarships.

"The National Merit Scholarship Corporation continues to block the door to equal educational opportunity for young women by using an unfair test," said Cinthia Schuman, FairTest's executive director.

Elaine Detweiler, a spokesman for the National Merit Scholarship Corporation, countered that the process also takes into account a student's academic record, school and community activities, and written recommendations.

Ms. Detweiler said that the test is not biased, but that boys take harder courses, especially in mathematics and science, which gives them an edge.

■ **The Educational Excellence Network, an information clearinghouse founded at Vanderbilt University in 1982 by Chester E. Finn Jr. and Diane S. Ravitch, will move to the Hudson Institute in July.**

The 1,900-member network, currently based in Washington, has sponsored several books and conferences, and publishes a monthly compendium of articles on education. It has also collaborated with the Hudson Institute on a proposal to the New American Schools Development Corporation.

The project will move to Hudson's headquarters in Indianapolis in the fall. ■

STATES

Minnesota Court Upholds Use of Public Funds at Private Colleges

A Minnesota appellate court has upheld a state program that allows high-school juniors and seniors to take classes at public or private colleges and universities, including religiously affiliated ones, at state expense.

A panel of the Minnesota Court of Appeals on April 28 upheld a trial judge's dismissal of a lawsuit by the Minnesota Federation of Teachers challenging the Post-Secondary Enrollment Options program.

The union charged that the participation of several private religious colleges in the program violated the state constitution's ban on using public money to benefit religious institutions.

The court said the benefit the colleges received under the program were "indirect and incidental" and that the state law barred secondary-school students from taking religion classes under the program.

A similar lawsuit challenging the program under the U.S. Constitution was dismissed by a federal judge in 1990.

■ **The State of Maryland will channel $2 million in surplus school-construction funds into a newly instituted grant program to help school systems refurbish their science laboratories.**

The "challenge grants," announced last week by Gov. William Donald Schaefer, will encourage school systems in the state to cooperate with local businesses in order to raise their share of the necessary revenue to upgrade to upgrade biology, chemistry, and physics labs.

Facilities in Montgomery County, Md., an affluent suburb of Washington, are among the nation's best. But many schools in Maryland's largely rural western and Eastern Shore counties, as well as in Baltimore, lack even the most basic equipment, said Michael J. Hooker, the chairman of the Governor's Committee on High School Science Labs for the 21st Century.

Money for the program became available, officials said, because the sluggish economy has forced contractors to submit lower bids on school-construction projects, which are funded in part by the state. ■

DISTRICTS

Suit Challenges Expulsion Policy In Florida School District

A class-action lawsuit has been filed against the Orange County, Fla., school district in an effort to force school officials to re-evaluate their student-expulsion policy.

The suit was filed on the behalf of three students whose parents claim that the youngsters were unfairly expelled and that their special-education needs were unmet.

The main plaintiff, Ulysses Delgado, had been suspended for his involvement in a fight; before the incident, his mother had unsuccessfully attempted to place the 15-year-old in a special-education program.

Late last month, a state circuit-court judge ordered the student's expulsion set aside until he could be evaluated for any special needs.

Francine Paradise, a representative of Greater Orange Area Legal Services, says the suit has attracted the attention of other parents whose at-risk children have been suspended or expelled.

According to Ms. Paradise, Orange County students accounted for two-thirds of the 743 students expelled from Florida schools in the 1990-91 school year.

During the court-ordered student evaluation, district officials said, Ulysses was found to be emotionally handicapped and, therefore, may be eligible for summer school, rather than expulsion.

David Sojourner, an assistant superintendent for secondary education in the 105,000-student district, said expulsion candidates are being similarly evaluated for special-education needs.

■ **School officials in Cheltenham, Pa., have pledged to respond more quickly to indications of learning disabilities in children after federal investigators faulted the district for ignoring a father's concerns about his daughter's learning problems.**

In an agreement signed last month with the U.S. Education Department's office for civil rights, district officials pledged to instruct staff members to provide parents with information about their rights under special-education law and about the district's handicapped programs when they raise such concerns in the future. School officials are required to evaluate a child for disabilities upon a parent's request.

The investigation was prompted by Robert Landau, who said school officials had failed to respond to his concerns, expressed since 1989, that his daughter might have a learning disability.

Tracking Teddy's Travels

Loel Barr

At Hillside Elementary School in Berwyn, Pa., a student's teddy bear has become an important tool for teaching world geography.

The bear recently traveled throughout the United States and to more than a dozen foreign countries, including Canada, New Zealand, Australia, Switzerland, England, Germany, Singapore, Oman, Yugoslavia, Saudi Arabia, and Sri Lanka. The bear returned with several pouches full of toys, magazines, coloring books, puzzles, and messages.

The seven-week journey will be traced on a map with information gathered from a logbook the stuffed bear carried in its waist pouch.

"It's turned into quite a project. The whole school's gotten involved," said Mark Wheeler, a USAir customer-service representative who organized the trip for his 6-year-old daughter Anne's kindergarten class.

Mr. Wheeler asked a flight crew to take the bear to Columbus, Ohio, a destination his daughter chose after learning about Christopher Columbus in school. From there, the bear was passed along from crew to crew, and, eventually, from airline to airline.

"Everybody got involved, and everybody really enjoyed it," Mr. Wheeler said. "Even the customs agents. They stamped the logbook like a passport." —L.D.

Howard Is 1st in Degrees To Blacks, Survey Finds

By Mark Pitsch

Howard University, the nation's largest four-year predominantly black postsecondary-education institution, awarded the most undergraduate degrees to blacks during the 1988-89 academic year, according to a new survey released last week.

The University of Maryland, meanwhile, was the top degree producer for blacks among all predominantly white colleges, the survey found.

Conducted by *Black Issues in Higher Education*, a weekly journal based in Fairfax, Va., the survey is the most comprehensive statistical report on degrees conferred to minority students, according to the journal's publisher, Frank L. Matthews.

"This statistical report is destined to become higher education's measuring tape," he said.

The study found that, at Howard, 744 baccalaureate degrees conferred after the 1989 spring semester—85.8 percent of all degrees awarded—went to black students.

The University of Maryland, meanwhile, awarded 286 degrees to African-Americans that year, the study said.

University of Maryland officials attributed its success to early-intervention, mentoring, and other programs targeted at minority populations; a scholarship program—currently the subject of litigation—that provides scholarships to blacks; and an existing "critical mass" of black students.

Marie Davidson, the executive assistant to President William E. Kirwan, said the institution also has "a cadre of very dedicated people who have worked very diligently to increase the number of black students who have been recruited to the campus, who have been retained at the campus, and who have graduated."

Drawn from data from federal and private sources, the *Black Issues* survey, in addition to ranking the top 100 degree producers for blacks, also lists the top 50 degree producers for blacks from predominantly white schools, the top schools conferring degrees to other minority groups, and the top fields of study for minority students during the 1988-89 academic year.

It does not, however, offer an institutional ranking according to the number of minority students recruited, retained, and graduated.

Black Doctorates Up

The survey results were issued the same week that the National Research Council released data showing that, for the first time since 1977, the number of black students earning doctoral degrees is increasing.

The N.R.C. said 933 blacks earned doctoral degrees in 1991, compared with 897 in 1990 and 821 in 1989. That amounts to an increase of 13 percent between 1989 and 1991, although an N.R.C. official noted that the increases are partly attributable to more aggressive follow-up efforts by researchers in identifying the number of doctorates awarded.

In the *Black Issues* survey, the University of Maryland ranked 12th among all institutions in graduating black students. The next two highest-ranking predominantly white schools were Rutgers, the flagship state university in New Jersey, with 255, and Philadelphia's Temple University, with 254.

Among all schools, they ranked 16th and 17th, respectively.

Four Puerto Rican universities were ranked among the top five in graduating the most Hispanic students, while Florida International University, ranking fourth, was the highest-ranking institution in the United States.

For Asians, the highest-ranking degree-granting university was the University of Hawaii, followed by the University of California at Berkeley.

Southeastern Oklahoma State University conferred the most undergraduate degrees to American Indians, while Northeastern State University, also in Oklahoma, ranked second.

Among other findings, the survey also reported that:

- Columbia University, with 102, was the highest doctoral-degree producer over all for minorities, while Clark-Atlanta University ranked highest for blacks. Columbia ranked highest for Hispanics, Berkeley ranked highest for Asians, and Harvard University ranked highest for American Indians.
- Clark-Atlanta awarded the most doctoral degrees in education to blacks, Texas A & M University awarded the most education doctorates to Hispanics, and Columbia conferred the most education doctorates to Asians.
- Education ranked as the top field of study, based on the number of students pursuing master's and doctoral degrees, for blacks, Hispanics, and American Indians. Education ranked fourth among Asians.

Copies of the rankings can be obtained from Cox, Matthews, and Associates Inc., 10520 Warwick Ave., Suite B8, Fairfax, Va. 22030; telephone (703) 385-2981.

Degrees Conferred to African-Americans In Predominantly White Schools, 1988-89

	Institution	State	Men	Women	Total
1	Univ. of Maryland—College Park	MD	121	165	286
2	Rutgers Univ.—New Brunswick	NJ	91	164	255
3	Temple Univ.	PA	84	170	254
4	Univ. of South Carolina—Columbia	SC	96	132	228
5	Univ. of Pittsburgh	PA	111	102	213
6	Southern Illinois Univ.—Carbondale	IL	123	84	207
7	Memphis State Univ.	TN	64	134	198
8	Univ. of California—Los Angeles	CA	62	134	196
9	Univ. of Florida	FL	66	130	186
9	Georgia State Univ.	GA	58	128	186
11	North Carolina State Univ.	NC	81	102	183
12	Univ. of California—Berkeley	CA	84	88	172
13	Wayne State Univ.	MI	62	109	171
14	Michigan State Univ.	MI	61	107	168
14	Univ. of Southern Mississippi	MS	60	108	168
16	Towson State Univ.	MD	52	115	167
17	Univ. of North Carolina—Chapel Hill	NC	49	114	163
18	National Univ.	CA	91	71	162
19	Park College	MO	103	51	154
19	Univ. of Texas—Austin	TX	57	97	154
21	Roosevelt Univ.	IL	38	113	151
22	Univ. of Illinois—Urbana	IL	66	80	146
22	Univ. of Michigan—Ann Arbor	MI	61	85	146
24	Univ. of Illinois—Chicago	IL	53	92	145
25	Univ. of Virginia	VA	50	93	143
25	Univ. of Alabama	AL	45	98	143
27	Syracuse Univ.	NY	48	88	136
27	Penn State Univ.—Main	PA	51	85	136
29	Pace Univ.—New York	NY	33	101	134
29	St. John's Univ.—New York	NY	45	89	134
31	Virginia Commonwealth Univ.	VA	42	90	132
32	San Francisco State Univ.	CA	52	79	131
33	Univ. of Cincinnati—Main	OH	46	81	127
34	Univ. of Pennsylvania	PA	52	74	126
35	Ohio State Univ.—Main	OH	53	70	123
36	Florida State Univ.	FL	42	79	121
37	Northwestern Univ.	IL	35	85	120
37	Purdue Univ.—Main	IN	63	57	120
39	SUNY College—Old Westbury	NY	52	67	119
40	Mississippi State Univ.	MS	44	74	118
41	Univ. of New Orleans	LA	40	81	117
41	Old Dominion Univ.	VA	53	64	117
43	Calif. State Univ.—Dominguez Hills	CA	44	72	116
44	East Carolina Univ.	NC	41	73	114
44	Long Island Univ.—Brooklyn	NY	33	81	114
45	Univ. of Houston	TX	35	79	113
46	Louisiana State Univ. Agr. & Mech.	LA	33	76	109
47	DePaul Univ.	IL	30	77	107
48	Illinios State Univ.	IL	46	60	106

SOURCE: Black Issues in Higher Education

Spelman College Receives Record Gift of $37 Million

Spelman College officials announced last week that they will receive the largest gift ever made to a predominantly black college.

The $37-million gift from the DeWitt Wallace/Spelman College Fund, created in 1981 with a $1-million donation by the founder of Reader's Digest, surpasses the record $20-million gift presented to Spelman three years ago by the actor Bill Cosby and his wife, Camille.

The current endowment of the 111-year-old woman's college in Atlanta is $51 million, and the new gift will be added by the end of the year.

"I keep thinking that this gift has come at a time when it is not so easy [to pay for] higher education," said Johnnetta B. Cole, the president of Spelman College. "It's not so easy anymore to say, 'Of course, she's going to college.' "

Part of the new endowment, $8 million, will be used to revamp the college's honors-program curriculum.

But the bulk of it, $29 million, will be used for a variety of new scholarships:

- Presidential scholars will receive full, four-year scholarships and must show outstanding academic promise, leadership, and community service in high school.
- Dean's scholars will receive full or half scholarships for four years and must rank in the top 10 percent of their high-school class.
- Achievement scholars will allow Spelman students with a 3.5 grade-point average on a scale of 4.0 to apply for full or half scholarships.
- Merit scholars will receive awards based more on need, although they must also show a strong student record, Ms. Cole said.
- International scholarships will bring in students from around the world.

Spelman is one of two historically black colleges in the nation that serve women. —M.P.

500 Teachers in 17 States, 6 Districts To Pilot National Exam

By Robert Rothman

In a significant step toward the development of a national examination system, some 500 4th-grade teachers in 17 states and 6 school districts this week will begin piloting the prototype for such a system.

"We are descending from the realms of rhetoric into practical reality," said Marc S. Tucker, the president of the National Center on Education and the Economy and the co-director of the effort, known as the New Standards Project.

Over the next three weeks, the teachers will administer a total of six tasks in language arts and eight in mathematics, which are expected to take two to four class periods to complete. Teachers and pupils will also be asked to fill out questionnaires on their classroom practices and backgrounds.

Although the results will provide data on student performance in the two subjects, the purpose of the pilot is to test the feasibility of a large-scale assessment of complex performance tasks, according to Daniel P. Resnick, the director of research for the project.

"We're trying to see what good tasks look like," Mr. Resnick said. "We are not trying to assess kids."

Trying Out Tasks

Although a number of organizations have proposed the creation of national standards for student performance and a related system of assessments, the New Standards Project—which was funded by grants from the John D. and Catherine T. MacArthur Foundation and the Pew Charitable Trusts—is the closest toward realization.

The development of the exam began last summer in Snowmass, Colo., when groups of teachers and curriculum specialists from the participating states and districts developed tasks that could form the building blocks of the new system. *(See Education Week, Sept. 4, 1991.)*

Over the past year, teachers tried out the tasks, which were then refined and distilled into the 14 that will be administered beginning this week.

"The only way" to determine the quality of the assessment tasks, said Mr. Tucker, "is to give them to teachers and have them give them to kids."

Because it is a pilot, Mr. Resnick said, the tasks are not intended to represent curriculum's entire scope.

"We recognize that these have not at all tapped the full range of the content concerns represented in the National Council of Teachers of Mathematics standards, nor for that matter a rich literacy framework," he said.

Different Building Block

To conduct the pilot, each participating jurisdiction selected 10 teachers from each subject area. Several jurisdictions, with their own funds, also enlisted additional teachers.

The assessment tasks include preassessment activities, to provide context for the questions and to gather prior knowledge; they all also require individual and group work, as well as writing.

To provide a "real-world context" for the assessment, the math items require the manipulation of materials, such as tiles, and the language-arts assessment uses whole texts. One of the literacy tasks involves responses to a book, *Amazing Grace*, copies of which the project purchased for use in the pilot.

"This is a very different kind of building block than an item in a standardized test, in which there is a clearly framed problem and one right answer," Mr. Tucker said.

One-tenth of the pupils will perform two tasks, to determine the extent to which their performance can be generalized to provide information about their overall knowledge and skills in the subject.

Professional Development

Over the next year, project officials plan to expand the examination to include 10 times as many tasks. Eventually, the examination is also expected to include long-term projects and portfolios as well.

They also plan, depending on resources, to increase from 5 to 10 times the number of teachers involved, and to add exams for 8th and 10th graders and in other subjects.

Lauren B. Resnick, the director of the L.R.D.C. and the co-director of the New Standards Project, said that the project is committed to training teachers who take part in the examination system. All of the teachers involved in the pilot participated in the generation of tasks, and will help score them at a workshop in Montana late next month, she noted.

These teachers, in turn, will train the next generation of participants.

"We are not putting in place exams without preparing teachers for them," she said.

But Paul G. LeMahieu, the director of the division of research, evaluation, and test development for the Pittsburgh public schools, said the project needs to boost its training to prepare teachers to do much more than administer the assessments.

The teachers involved thus far, he noted, tend to be those who already provide the kind of instruction all teachers will need to provide if their students are to do well on the exams.

Once the project becomes a full-blown examination system, he said, "that means professional development on a different scale, and a different purpose."

"That requires a very large and very different response," he said.

COLUMN ONE

Some 71 percent of high-school juniors and seniors rate their teachers as "excellent" or "good," while only 36 percent give their schools similarly high marks, according to a survey released last week by the National Association of Secondary School Principals and Sylvan Learning Centers.

The survey also found that 78 percent of students believe that Japanese high-school students are more committed to their studies than their American peers. Only 10 percent felt the two groups are equally committed, and 2 percent that Americans are more committed.

Based on the responses of 1,365 11th and 12th graders from 20 high schools nationwide, the survey also found that, while the vast majority of students who said they planned to attend college felt "very prepared" or "somewhat prepared" for college, only a third of the students said they were prepared to enter the workforce. But nearly half of the students said they were not going to secure a permanent job directly after graduation.

Copies of the survey are available for $3 each by calling Sylvan Learning Centers, toll free, at (800) 627-4276.

■

High-school students in Florida who are at risk of dropping out of school outperform high-school dropouts on the General Educational Development examination, a study by Florida State University researchers has found.

Florida is one of seven states involved in a pilot program that allows schools to provide G.E.D. preparation for potential dropouts.

Surveying records from 16 school districts in the state, the researchers found that 75.8 percent of the students in the pilot program passed the G.E.D., compared with 73 percent of the adult population taking the test.

The study also found that the pilot program appears to be successful in keeping students in school. Of the 748 students in the program, it found, 81.5 percent—including 4 percent who returned to a traditional high-school program—stayed in school, while 18.5 percent dropped out.

Over the next few years, the researchers will track the employment and college progress of the students in the program.

■

Young people ages 16 to 24 accounted for 42 percent of those who started in jobs between 1987 and 1989, the Census Bureau reports.

But, the agency found, the young people were more likely than others to enter low-paying service-sector jobs.

In all, 41.5 million people ages 16 and older began jobs in that period, the bureau found. —*M.S. & R.R.*

FOCUS ON: *Students*

In New Mexico Schools, Students Learn From National Lab's 'Science Ambassadors'

By Julie A. Miller

ALBUQUERQUE, N.M.—During most of his working hours, Eugene Lujan uses computers to design weaponry and other scientific equipment. But one day in late April, he is standing in a classroom at Isleta Pueblo and poking wooden skewers into balloons, to the delight of a roomful of 1st graders.

"I hope it busts," says Jerry Nutumya, clapping his hands.

"I hope it doesn't," counters Athena Herrera, covering her ears.

She gets her wish. Mr. Lujan says it worked because he smeared Vaseline on the skewers to act as a sealant and inserted the skewers into the poles of the balloon, where the rubber was stretched the least.

He is teaching scientific concepts. But he is also trying to change the children's attitudes toward science and scientists.

Mr. Lujan is a science adviser at the Isleta school, which means he is given one day a week off from his job at Sandia National Laboratories to work there. About 200 of the Albuquerque laboratory's scientists participate in the program, each assigned to one or more schools.

Currently, 106 Albuquerque public schools participate, along with 42 rural schools, and 29 Bureau of Indian Affairs schools, such as Isleta.

One goal of the program—part of a U.S. Department of Energy education initiative—is to encourage better science instruction. But an equally important mission of the "SCIADS," as they are called at Sandia, is to act as scientific ambassadors, convincing students that science is both exciting and a career they can aspire to.

"I try to emphasize that science is a fun activity, to demythologize it," says John Torczynski, a chemist who is an adviser at Hawthorne Elementary School in Albuquerque. "When a child comes up to you and says, 'I want to be a scientist,' it sends chills up your spine."

"In low-income areas, in particular, the role-model aspect of it is very important," adds Raymond Heath, who coordinates the Albuquerque portion of the SCIAD program.

To that end, the program's directors said they try especially hard to recruit advisers such as Mr. Lujan, who is of Native American descent.

"It's a valuable lesson that Larry is a Hispanic," Marie Garcia, the director of instruction for the Belen school district, says of Larry Salgado, a SCIAD who works at two schools there.

"Kids think of someone in a white coat with thick glasses, hunched over a beaker," Ms. Garcia says. "They can identify with Larry."

Improved Student Attitudes

Educators involved with the program eagerly volunteer evidence of improved student attitudes. At Isleta, for example, the principal, Joseph Green, notes that 25 students entered projects in a science fair for Native American students held in April in Milwaukee.

"The first year I was here, there were zero," he says.

Likewise, when students at Hawthorne Elementary were asked to "illustrate their favorite subject," more than half chose science. Belen's La Merced Elementary School had so many entries that it had to hold two science fairs this year.

"The difference in quality was amazing, too," says Rudy Chavez, the school's principal. "Even the parents could see."

Each SCIAD consults with educators at his or her assigned school to fashion a program that meets the school's needs and curriculum. Some primarily work with teachers on lesson plans, and many work on schoolwide activities like science fairs. But most advisers focus on helping teachers inject more hands-on science into their lessons by preparing in-class experiments.

The lab has also developed a resource center stocked with both individual pieces of equipment and prepackaged boxes with the materials for a particular demonstration.

For example, a box Mr. Salgado brought to Belen Junior High School holds jars and a selection of bottled scents that becomes a lesson on how adult animals and their offspring recognize each other. Half of a 7th-grade class gets the jars, while the others get the lids, and they scurry about the room trying to match scents.

Teachers are uniformly enthusiastic about gaining access to such equipment as generators and lasers that even more affluent schools do not usually possess.

Some teachers also say they appreciate the help of a scientist because they realize that the subject is not one of their strengths.

"You only need three hours in science methodology to be an elementary-school teacher," says La Merced's Mr. Chavez.

Teachers and SCIADS added that most of the training elementary-school teachers do receive is in life sciences, rather than the physical science the Sandians specialize in.

"I never had the courage to start a science club before this," says Harriet Reid, a

After King Verdict and Riots, Educator Discusses Race Relations

Founded in 1971 by the civil-rights lawyer Morris Dees, the Southern Poverty Law Center in Montgomery, Ala., seeks to advance the legal rights of poor people and minorities.

The center is most known for its civil suits against leaders of the Ku Klux Klan and other white-supremacist groups. In 1990, the center helped the family of a black student murdered by Skinheads in Portland, Ore., win a $12.5-million judgment against the White Aryan Resistance leader Tom Metzger and his son, John, for their involvement in promoting hate crimes.

As an outgrowth of its Klanwatch project, the center launched an education project to promote awareness of racial issues. Sara Bullard, the director of the education project, is the author of "Free At Last: A History of the Civil Rights Movement and Those Who Died in the Struggle," and also edits "Teaching Tolerance," the law center's biannual magazine for educators.

In the aftermath of the Rodney King verdict and the subsequent rioting in Los Angeles, Ms. Bullard discussed the state of race relations in the United States with Staff Writer Meg Sommerfeld.

Q. While membership in white-supremacist groups declined in the 1980's, violent acts classified as hate crimes increased. To what do you attribute this?

A. Well, I think it's apparent to anybody in any kind of public setting, especially the public schools, that we're raising a generation of children who, despite the fact that legal segregation is over and the civil-rights movement accomplished a lot of great things . . . do not have a personal feeling of respect and understanding and community with each other.

That explains . . . some of the hardening of racial prejudice. It doesn't fully explain the violence. I think a lot of the worst incidents we see are committed by young people who have severe problems themselves.

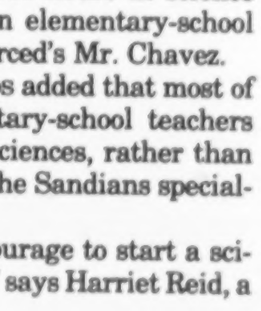
Q. When you say young people, what age do you mean?

A. More than half of the hate crimes we see are committed by people under age 25, and a great number of those are under age 18. These are people who have not found a place for themselves in life, who feel threatened, who feel like they need to exercise some control or power over their lives, and sometimes it's expressed through violence.

Q. What does the verdict in the Rodney King case and the subsequent rioting in Los Angeles and elsewhere reveal about the current state of race relations in America?

Q&A

A conversation with Sara Bullard



A. It reveals something that we've been knowing for years at the law center, and that is that our country is bitterly divided along racial lines and ethnic lines, that we're not doing enough to build a sense of community among ourselves and other people. And that, if we continue to

Jonathan A. Meyers

At the Isleta Pueblo school near Albuquerque, N.M., Jesus Martinez, right, the coordinator for B.I.A. and rural schools at Sandia National Laboratories, helps Eugene Lujan, center, the school's SCIAD, demonstrate his balloon-skewering experiment for a class of 1st graders.

teacher at Mark Twain Elementary School. "I was afraid I wouldn't be able to answer their questions."

Several teachers say the experience has also increased their confidence by making science seem accessible to them, in much the same way the advisers aim to make it more accessible to students.

"I think I could have done 20 percent of the experiments last year," says Karin Swelling, a teacher at Hawthorne Elementary. "Now, I could probably do 70 percent."

Focus on Elementary Schools

Michael Wartell, the director of Sandia's Education and New Initiatives Division, created the science-advisers program when he was named to head the lab's education initiative in early 1990, when all D.O.E. research facilities were developing education programs in response to a directive from Secretary James D. Watkins.

The SCIAD program began in the 1990-91 school year with 108 advisers and 120 schools. Mr. Wartell says 103 of the SCIADS "made it through the year," and 75 re-enlisted. All the original schools opted to continue.

The Sandians decided to focus primarily on elementary schools because high schools are more likely to have trained science teachers, and because they think they can have a greater impact on younger children.

"If you haven't followed the science path by the 9th grade, you've eclipsed the possibility of a career in science," says Adrienne Podlesny, a science-curriculum expert for the Albuquerque schools who works full-time on the SCIAD program.

The program has expanded geographically. Some Sandians travel for hours to make monthly visits to Indian schools in northwestern New Mexico. In addition, 12 schools serving tribes as far away as North Carolina participate long distance, communicating with their advisers by computer, fax machines, and videophones, which transmit still photographs via telephone lines.

The SCIAD initiative is the largest component of an education program that Sandia, with an overall $1-billion budget, will spend an estimated $8 million on this year. That figure includes the cost of 25 employees who work full-time on education initiatives and the cost of the volunteers' time. Mr. Wartell says a relatively small portion of the education budget comes from specific D.O.E. grants.

Most of the $108.56 million the D.O.E. spends nationwide on education programs focuses on teacher training, according to Rich Stephens, the director of the office of university and science education.

Many of the labs, including Sandia, operate research internships and in-service workshops for teachers, but Mr. Stephens said the SCIAD program is unique.

Sandia's first venture into education research stirred up a national controversy. In 1990, several of the lab's data analysts were asked to examine statistical evidence of the quality of the nation's education system, and they concluded that policymakers and pundits who bemoan a systemwide crisis are both overstating and misstating educational woes.

The report was sharply criticized by Bush Administration and Congressional officials last year. Some researchers have charged that the Administration has failed to publish the report because it conflicts with its rhetoric.

Evidence of Success

But despite the controversy, officials from the Administration and local schools appear sold on the SCIAD program.

As evidence, the local officials point to an evaluation of the program prepared by the Albuquerque school district, which compared answers on questionnaires administered to teachers, advisers, and students at the beginning and end of the school year.

More than 80 percent of teachers surveyed said the program had a positive impact on their attitude toward science and their ability to teach it. Changes in most student responses were statistically insignificant, but the number who said they could "do scientific things on their own" rose from about 60 percent to about 80 percent.

The science-adviser program's directors say that the best measure of its success will be how many participating students pursue careers in science, and that they are uncomfortable about using test scores to gauge the quality of the program.

"There's pressure from D.O.E. to show an impact, because it costs so much money," Ms. Podlesny of the Albuquerque district says. "They want quantitative proof."

Mr. Stephens of the D.O.E. says the Energy Department wants to measure "more than attitudinal shifts."

"We're trying to develop a strategy for evaluating this kind of program," he says.

He notes that the D.O.E. has contracted with an educational-consulting firm to evaluate the program.

"If the results are as positive as we think, there's no reason we can't replicate this," Mr. Stephens says. ■

ignore these divisions between us, then we're going to continue to see violence.

Q. What impact do you think the riots will have on children in the Los Angeles area?

A. It's sad to think of the impact. It's going to be very personal and very devastating for a lot of these children. . . . The scale on which that happened will have a lifelong impact on those children.

Q. What impact do you think the images of the riots on television will have on children elsewhere?

A. I know that it has had a disturbing effect on children across the nation. I was visiting a friend in Fort Lauderdale [Fla.], and her 7-year old son was asking about things he was seeing on the news, and he thought they were down at his corner video store.

So we have to make sure that we talk about them. . . . We need to talk not just about the rioting, but what led up to it, the system of justice, how things work.

[Children] need a deeper understanding of the problems that resulted in that verdict, and the problems that were expressed in the rioting.

Q. How can school officials help to foster positive attitudes about race among their students as they discuss these issues?

A. First of all, they can talk freely about these issues. Kids have opinions, they . . . want to talk about them. Teachers have a responsibility to guide these discussions with some solid focus on basic values like fairness and honesty and democracy.

I think that teaching conflict-resolution skills is something that every school in the country ought to be doing.

There's a lot of violence in school right now, and a lot of violence on the streets. We have to be able to give our children the skills to be able to disagree and express differences without killing each other.

Q. What can individual teachers do in their classrooms?

A. One thing . . . is to be a model of tolerance, caring, mutual respect, peacemaking. Sometimes that's not easy. As human beings, we find ourselves reacting in ways that are prejudicial or stereotypical. Teachers above all need to model behaviors that encourage harmony and understanding and peace among students. ■

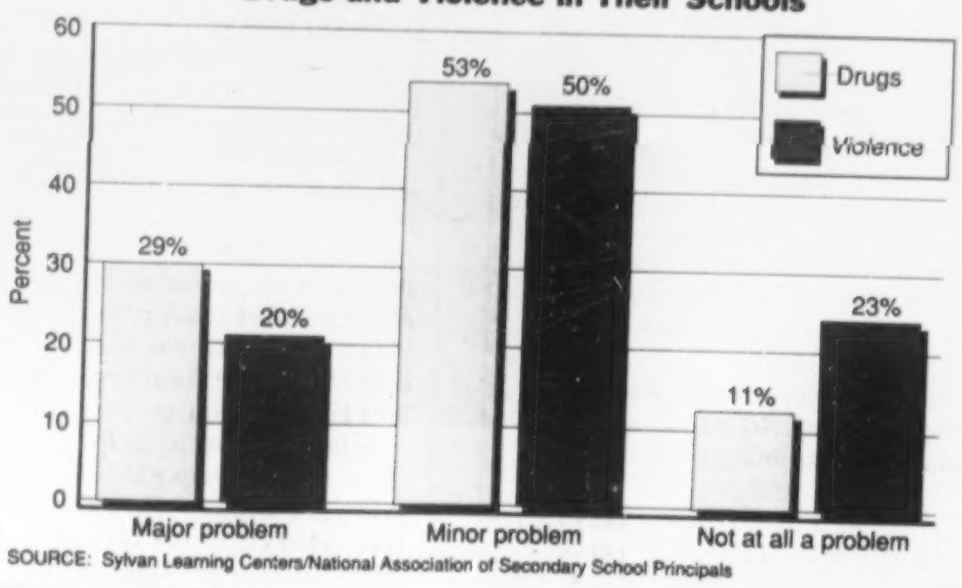
DIMENSIONS

Drugs and Violence

Despite national concern, most high-school juniors and seniors consider drugs and violence in schools "minor problems," according to a survey conducted for the National Association of Secondary School Principals and Sylvan Learning Centers.

Most students also consider drugs and violence less of a problem in their neighborhood than in their school, the survey found.

High-School Student Views Regarding Drugs and Violence in Their Schools



SOURCE: Sylvan Learning Centers/National Association of Secondary School Principals